

APPLICATION FOR TITLE IV-E FOSTER PARENT TRAINING REIMBURSEMENT

1. AGENCY COMMITMENT

Describe the process used to assess the agency's readiness to implement competency based pre-service training for foster parents.

- a. Agency and Administration support.
- b. Policies, procedures, guidelines to communicate expectations and promote consistency in training.
- c. Policy and procedures related to allegations of abuse and neglect against foster parents.
- d. Foster parent and other interested party involvement.
- e. Use of expert consultation, if warranted.
- f. Identification, if applicable, of needed collaborations with other agencies.

2. TRAINING CURRICULUM

Describe the following:

- a. The curriculum and the number of training hours and the number of training sessions.
- b. The rationale for the choice of the curriculum and how the key competencies are incorporated into the training.
- c. The experiential/interactive components of the training.
- d. The training delivery system. (foster parent and child welfare staff person as co-trainers).

3. TRAINING IMPLEMENTATION PLAN

- a. The expected number of new foster parents that will be trained annually and the plan to train new foster parents.
- b. The timeline/plan to train existing foster parents in the core competencies.
- c. Identify any exceptions that will be made to the pre-service training and the timeline/plan for any exceptions prior to receiving a placement.
- d. Identify whether the pre-service training will be provided in conjunction with other county agencies and if adoptive parents may participate in the training.
- e. Identify whether foster parents will receive any ongoing training in addition to the core competencies.

4. FISCAL CONSIDERATIONS

Describe the following using the attached format:

- a. An overall budget estimate of start-up costs.
- b. An overall budget estimate of ongoing costs.
- c. A description of the sources of the match.

5. EVALUATION METHODS

Describe the tools used to measure success in the following areas:

- a. Foster parent satisfaction.
- b. Case Manager/Foster Care Coordinator/Agency satisfaction.
- d. Formal feedback mechanism (e.g. foster parent advisory group).
- e. Foster Home Retention Rates.

<p>Foster Parent Pre-Service Session Goals and Competencies</p>
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Orientation to Pre-Service Training

Goals of Pre-Service Training

Improve the quality of care provided to children who live in foster or adoptive homes.

Reduce the number of moves for children in foster care and adoption to zero.

Promote an atmosphere for mutual assessment and the exploration of one's values, strengths and needs.

Establish a clear understanding of the differences between fostering, adopting, and providing kinship care services.

Initiate and promote the establishment of a support system for parent/caregivers within the foster/adoption/kinship care system.

Promote child advocacy and develop more advocates for children.

Teambuilding

Competencies

The parent/caregiver understands the purpose of foster/adoption/kinship care in the child welfare system, and knows the various types of temporary substitute care and permanency planning options to children.

The parent/caregivers understand his/her role in this permanency planning.

The parent/caregiver knows the primary goals of the child protection services and knows the types of services that can help abused/dependent and neglected children, teens and their families.

The parent/caregiver understands his/her role as a member of the team serving the child and his/her family; knows how to work collaboratively with the caseworker, agency staff, and other professionals; and knows how to participate in case planning and case coordination activities with other delivery team members.

The parent/caregiver knows how to advocate on behalf of the child's best interest during case planning with the agency, schools, mental health professionals and other social service providers; and knows how to identify and access appropriate services.

Family Systems and Abuse and Neglect

Competencies

The parent/caregiver understands the dynamics of neglect and of physical, emotional, and sexual abuse; and can recognize signs and symptoms of each.

The parent/caregiver understands the types of family situations that can contribute to physical abuse, sexual abuse, and neglect of children and teens.

The parent/caregiver understands the laws regarding the reporting of abuse and neglect.

The Impact of Abuse and Neglect on Normal Child Development

Competencies

The parent/caregiver understands the stages, processes and milestones of normal physical, cognitive, social, and emotional development from birth through adolescence.

The parent/caregiver knows the negative effects of child abuse, neglect, and sexual abuse on development; and can identify indicators of developmental delay or problems.

Attachment, Separation, and Placement

Competencies

The parent/caregiver knows the negative effects of separation for the child and family, and knows how to help the child handle feelings of sadness, loss, anxiety and anger.

The parent/caregiver understands the impact of multiple placements on a child's emotional, cognitive, and social development and behavior.

The parent/caregiver understands how emotional conflict may arise for a child during the placement process related to issues of divided loyalty, perceived abandonment or rejection, reactivation of feelings from previous separations, identity, and ambivalence about attachment and permanence.

The parent/caregiver understands how a child's development level affects his/her understanding of and reactions to out-of-home placement.

Discipline

Competencies

The parent/caregiver understands the possible reasons children and teens display negative behavior.

The parent/caregiver understands how children's behavior may be affected by their past experiences, including their reactions to the stress of placement, and the outcomes of previous maltreatment.

The parent/caregiver understands the differences between control, punishment, and discipline; can recognize the impact of attachment on outcomes of control, punishment, and discipline.

The parent/caregiver understands why physical discipline is detrimental to children and teens who have experienced abuse, neglect, or dependency; and knows current state statutes regarding the use of corporal punishment for children in alternative care homes.

The parent/caregiver know non-physical methods of behavior management, such as positive or selective reinforcement, time-out; use of natural and logical consequences; token economy; and knows how to choose the best method considering the child's age and development level, and the situation.

Primary Family Section

Competencies

The parent/caregiver knows the types of individual, family, social and environmental problems that can contribute to risk of abuse and neglect of children and teens, and the types of family resources and strengths that can mitigate risk.

The parent/caregiver can recognize strengths and positive attributes of traditional and non-traditional birth families, and can talk with children about their parents in a fair, understanding, and realistic manner.

The parent/caregiver knows ways to support a child's positive feelings toward their birth parents, siblings and extended family members.

Cultural Issues in Placement

Competencies

The parent/caregiver understands how one's own cultural perspectives affect one's relationships with children, teens and birth families whose culture is different from one's own.

The parent/caregiver understands the different cultural norms and values of client groups served by the agency; understands the effects of culture on behavior; and knows how culture affects perceptions and reactions of children, teens, and their families to the placement experience.

The parent/caregiver can use the knowledge of the child's culture in a sensitive manner to help develop relationships, to stimulate development, to manage behavior appropriately, and to promote and integrate the cultural heritage of the child or teen in daily living.

The parent/caregiver can assist the child with problems related to cultural differences at school, in the neighborhood, and with social service providers; and can advocate for equal access to services and activities for all children and teens.

The parent/caregiver understands the importance of incorporating the child's cultural heritage into family practices and celebrations.

Child Sexual Abuse

Competencies

The parent/caregiver is familiar with and/or understands the definition and types of child sexual abuse.

The parent/caregiver is familiar with some of the dynamics of child sexual abuse.

The parent/caregiver is familiar with different sexual behaviors that can constitute sexual abuse.

The parent/caregiver understands some of the characteristics of children who have been sexually abused.

The parent/caregiver understands that children who have been sexually abused may have difficulty adjusting to a new home and will need time and understanding to recover from the sexual abuse.

The parent/caregiver understands that sexual abuse is a complex problem for children and teens and that the caregiver needs additional and ongoing resources and training to successfully care for these children and teens.

The Effects of Caregiving on the Family

Competencies

The parent/caregiver recognizes the potential effects on the caregiving family of parenting children and teens who have experienced maltreatment, separation and loss.

The parent/caregiver can recognize signs of family stress; knows how stress can affect family members' behavior; knows effective coping strategies; and knows the importance of developing and using support systems to help manage stress and prevent family crisis.

The parent/caregiver understands the procedures that are required if and when allegations of maltreatment are made against the caregivers, and knows strategies to cope with the stress of a third party investigation.

The parent/caregiver can identify signs and symptoms of illness and contagious conditions, and knows health, hygiene, and nutrition practices that prevent or reduce the likelihood of illness in children and teens.

The parent/caregiver knows strategies to prevent sexually transmitted diseases (STDs), and can recognize signs and symptoms of STDs.

Permanency Issues for Children

Competencies

The foster parent understands that there are three parental responses to differences between parenthood-by-adoption and parenthood-by-birth; denial, acknowledgment, and insistence; and parent knows the potential outcomes of each response.

The foster parent understands post adoption issues for both parent and child including loss, identity, control, and divided loyalties.

The foster parent understands how parental fantasies about the "dream" child and the child's fantasies about his/her birth parents will impact the long-range adjustment of the family.

The foster parent understands how cognitive/emotional development affects the child's understanding of adoption and his/her ability to cope with conflicting feelings and other issues related to the adoption.

The foster parent can identify situations or events that can trigger adoption issues leading to emotional upset or crisis for the child and the family.

The foster parent recognizes that it is normal for adoptive families to return to the agency or a post adoption service provider during the childhood and early adulthood of the adoptee.

Permanency Issues for Family

Competencies

The parent understands post adoption issues for both parent and child including loss, identity, control, and divided loyalties; the parent understands how parental fantasies about the "dream" child and the child's fantasies about his/her parents will impact the long-range adjustment of the family.

The parent knows the importance of talking to the child about adoption, explaining adoption to the child at a developmentally appropriate level and handling difficult information regarding the birth family with the child without denigrating or judging the birth family.

The parent knows the importance of discussing adoption issues and the birth family history of the child in an appropriate way with extended family members and close family friends and of handling insensitive comments made about adoption by strangers and casual acquaintances as well as relatives and friends.

The parent recognizes the losses associated with infertility, and how these may affect post adoption adjustment.

The parent understands that his/her "dream" child may create unrealistic expectations and disappointment for the adopted child. The parent understands the importance of fully grieving the loss of the idealized child and to be able to fully attach with the real child.

The parent recognizes the impact of infertility on family adjustment during the post adoption phase, when the adopted person becomes sexually active, and knows how infertility may affect the parent's responses to childbearing by the adopted person.

The parent is aware of resources, such as adoption subsidies or SSI that provide material assistance to the child or the adoptive family. The parent knows the application and appeal processes to access needed resources.

Fiscal Information for Title IV-E Foster Parent Training Reimbursement

Introduction

Federal Title IV-E reimbursement for administrative activities including training is generally claimed by the state through the Random Moment Time Study (RMTS) method. Costs directly reimbursed under the foster parent training reimbursement program must be for allowable IV-E activities and not included in the RMTS to avoid double claiming. Costs used by counties to claim foster parent training reimbursement must be excluded from CARS lines used by the Department of Health and Family Services (DHFS) to claim IV-E funds on administrative costs using the RMTS method. Counties are responsible for maintaining local documentation that costs directly charged to the foster parent training reimbursement meet requirements for directly charging costs to federal funding sources.

Costs for foster parent training must be directly related to the preparation of training materials or delivery of training to qualify for the direct IV-E reimbursement. Match can include existing and new additional expenditures, so existing foster parent training costs can be used as match. No agency overhead costs can be allocated to the foster parent training reimbursement. Costs used as match to claim federal IV-E funds must be paid directly by a public agency from non-federal sources.

The net amount of IV-E reimbursement for foster parent training is based on the federal IV-E reimbursement rate for training of 75% multiplied by the percentage of IV-E eligible children in out-of-home care in Wisconsin. The eligibility ratio or "penetration rate" will vary from year to year and DHFS will announce the net IV-E reimbursement rate applicable to each calendar year period in advance. The amount of reimbursement provided during a contract year will remain fixed at the applicable rate, with adjustments to the net reimbursement rate made as necessary for subsequent contract years. For CY 2002, the net IV-E reimbursement rate for foster parent training is set at 50%. For future years, the net reimbursement rate could be less depending on trends in the statewide IV-E penetration rate and changes in federal IV-E fiscal policy.

Allowable Training Costs

The following are examples of allowable training costs:

- Payments to training providers for preparation time and delivery of training
- Development of training curriculum
- Production of training materials, copying, supplies, etc.
- Mileage and other travel-related expenses paid to training providers
- Mileage, per diems and other expenses paid to persons to participate in training
- Child care provided to persons to participate in training
- Charges for use of a facility for training
- Refreshments provided to training participants
- Paying costs for foster parents to attend conferences and other training

Costs for county staff to provide training can be counted as training expenses provided that the costs can be directly tied to foster parent training. If county staff persons are involved in the preparation of training, coordinating registration, or delivery of training, their salary and fringe costs for the time devoted to foster parent training can be counted as a training expense. Counties must have a method to keep track of the amount of staff time devoted to foster parent training. County staff time for other foster parent activities such as foster parent licensing that are covered under the RMTS method must remain under the RMTS and cannot be counted as a foster parent training expense.

The salary and fringe costs of county staff who attend training as participants cannot be counted as a training expense. That staff time spent as participants remains covered under the RMTS method. However, mileage and other travel-related costs for county staff to attend foster parent training can be counted as a training expense.

County administrative or overhead charges typically allocated on the basis of FTE cannot be charged to the foster parent training reimbursement. Under the federally approved cost allocation plan for IV-E funds, administrative costs must be claimed using the RMTS method. Thus administrative expenses cannot be applied to the foster parent training reimbursement.

Expenses incurred by the foster parents (i.e. out-of-pocket costs) to participate in the training cannot be used as match. However, payments made to foster parents by counties to participate in training (mileage, per diems, etc.) are allowable as match. The cost of a foster parent's time to be a training provider cannot be claimed as an in-kind expense. If foster parents are paid by the county to be training providers, that county payment is allowable as a training expense.

Sources of Match

The match to claim IV-E funds must be provided by a public child welfare agency and not used to match other sources of federal funds. Expenses used to claim IV-E funds for foster parent training cannot be used as match for other federal funding sources.

Counties receive various types of funds from the state and child welfare agencies also receive funds from local revenue sources. Local tax levy funds are acceptable as IV-E match. Community Aids funds received from DHFS contain state general purpose revenue (GPR) and other sources which can be used as match. Agencies should refer to previous guidance from DHFS on the use of Community Aids funds to match federal sources. Of funds distributed specifically for child welfare services by DHFS, IV-E Incentive program funds can be used as match. These funds have been previously earned by the state and are equivalent to GPR once distributed to local agencies. Safe and Stable Families and Independent Living program funds are federal funds and cannot be used as IV-E match.

The match used to draw federal IV-E reimbursement can include new cash expenditures and existing foster parent training expenses. The foster parent training reimbursement does not require additional county expenditures to draw IV-E funds, but if counties increase spending on foster parent training, the amount of IV-E reimbursement will increase proportionately.

Contracts

Once foster parent training programs have been approved by the Bureau of Programs and Policies in the Division of Children and Family Services (DCFS), counties will be issued an addendum to their state/county contract for the IV-E reimbursement. A separate CARS line will be established for the IV-E reimbursement.

The contract addenda will be issued annually by DCFS. Once counties begin participating in the foster parent training reimbursement, it will be presumed that they will continue to participate on an annual basis. Fiscal information will be needed annually and the amount identified in the county fiscal information will set the reimbursement limit for that contract year. Should the amount of foster parent training expenses exceed the projected amount originally used for the contract addendum, a contract modification will be needed from DCFS to increase the reimbursement limit.

Contract addenda will be issued for CY 2002 effective back to January 1, 2002 for allowable expenses for foster parent training already provided in 2002 that meets the requirements for the foster parent training reimbursement program.

All reimbursement will be based on expenses reported to DHFS through the CARS system. No contract advances will be made to counties for this program.

Consortiums

Counties can form consortiums for purposes of the foster parent training reimbursement program. A single county can serve as the fiscal agent for the consortium. The county acting as the fiscal agent is

responsible for submitting fiscal information for the contract and making fiscal arrangements with the other members of the consortium.

CARS Reporting

The CARS reporting impact include both for reimbursement and reporting expenses for DHFS administrative use.

For reimbursement purposes, a new CARS line will be established for the foster parent training reimbursement. Counties will report 100% of the foster parent training expenses and be reimbursed based on the applicable percentage for that year, with the net IV-E reimbursement set at 50% for CY 2002.

Counties should not report any expenses used as foster parent training match on CARS lines 301, 682 or 683. These lines are for reporting purposes only and do not affect the amount of reimbursement from DHFS. The lines are used with the RMTS to determine the amount of administrative expenses eligible for federal IV-E reimbursement. For reporting purposes, expenses used as foster parent training match should be included by counties on CARS line 561. This procedure to use CARS line 561 will prevent match expenses for training from being included by DHFS in the pool of local agency costs that the RMTS is applied to.

Counties should retain their own documentation of costs used as foster parent training match for local audit purposes.